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THE CRESCENT ACADEMY AND BUSINESS COLLEGE

By

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THE CRESCENT ACADEMY AND BUSINESS COLLEGE

A Thesis

Presented to

the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Richard E. Robinson

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CHAPTER I

INTRODUCTION

The last decade of the Nineteenth Century found the South lacking in adequate educational facilities. Legislative action concerning education in many Northern states had brought about educational reforms. Farmers' movements in the South sought the passage of bills that would provide a means of similar educational advancement.¹ These bills stated that revisions should be made in the existing tax systems and demanded that the states provide adequate support for public schools. To supplement the lack of educational provisions, many private schools and academies still existed. They had been established by states, by churches, and by leading citizens who were interested in education.

It is with the final existence of the academy, which was being used as a provisional secondary school in North Carolina, that this study is concerned. Crescent Academy and Business College, which is the topic of this thesis, is a typical example of an institution that provided both secondary and junior college training as late as 1913.

¹ William B. Hesseltine, A History of the South 1607-1936 (New York: Prentice Hall Company, 1936), p. 709.

The first academy in the United States of any significance was established to provide practical courses that would not necessarily be in preparation for college. This movement to break away from the Latin Grammar School was soon shown by the establishment of numerous academies in all parts of the United States. The movement gained a firm foothold east of the Mississippi where by 1825 the number that had been incorporated by states were: New York, 887; Pennsylvania, 524; Massachusetts, 403; Kentucky, 330; Virginia, 317; and North Carolina, 272. By 1850 there was a total of 6,085 academies with 12,260 teachers and 263,096 pupils enrolled.²

The curriculum contained new subjects which included algebra, astronomy, botany, chemistry, English literature, debating, general history, United States history, and philosophy.³

In North Carolina the first academy was established at Wilmington by Reverend James C. Tate in 1760.⁴ Other

² Paul Monroe, editor, A Cyclopedia of Education (New York: The Macmillan Company, 1911), I, 19-20.

³ Ward G. Reeder, A First Course in Education (New York: The Macmillan Company, 1943), p. 134.

⁴ Hugh T. Lefler, North Carolina History Told By Contemporaries (Chapel Hill: U. N. C. Press, 1948), p. 168.

early academies in North Carolina were the Fayetteville Academy for boys, the Raleigh Academy for girls, and the Zion-Parnassus Academy for boys, the latter being located in Rowan County.

By 1825 the North Carolina General Assembly had given permission for the establishment of academies in many parts of the State. Not all of these academies were established and the few students who attended them were discouraged by their slow progress. Further preparations were made for an institution where boys and girls could continue their education after completion of elementary school by dividing the State into ten districts, each containing one or more counties with an academy in each district.⁵

The high school movement had its real beginning with the passing of the Massachusetts Law of 1827. But the struggle for the maintenance of the schools by taxation was manifested by their slow progress. As a result the academy continued to dominate secondary education up to 1850 and was very prominent until after the Civil War. Finally their support and control met much criticism from

⁵ M. C. S. Noble, A History of Public Schools in North Carolina (Chapel Hill: University of North Carolina Press, 1930), p. 38.

the public, which demanded a public tax supported secondary system, and many high schools were established. Their total number by decades beginning in 1870 were: In 1870, 165; in 1880, 800; in 1890, 2,526; in 1900, 6,005; in 1910, 10,213; in 1920, 14,326; and in 1930, approximately 30,000.⁶

As late as 1900 high schools in North Carolina were practically non-existent. The people had not yet learned to support their schools from direct taxation, but chose to use fines, forfeitures, licenses, and lotteries for support.⁷ This failure of taxation accounted for the chaotic educational condition. There were probably thirty-five so called high schools outside the cities that offered three extra grades of high school work, while the others that were reported were myths.⁸ In these schools, which were only additions to the elementary "free schools" that were scattered over the state, the term lasted approximately fifteen weeks of the calendar year. This short school term

⁶ Reeder, op. cit., p. 139.

⁷ Charles Dabney, Universal Education in the South (Chapel Hill: University of North Carolina Press, 1936), p. 338.

⁸ Ibid., p. 408.

made it difficult for the average student who lived in rural areas and small communities to obtain adequate educational needs.

The academy, in many places, offered the only means for a higher education. They were strategically located over the state and generally had an enrollment of from one hundred to two hundred pupils. Tuition fees ranged from \$20 to \$30 per year. Room and board, which varied in different localities, was from \$3 to \$7 per month.⁹

Under the able leadership of Governor Aycock, North Carolina took steps to improve the educational conditions. In 1903 the Literary Fund was set aside as a means of building and improving school buildings. In 1907 the legislature authorized the establishment of rural high schools and appropriated \$45,000 annually for their support.¹⁰ This bill put an end to the usefulness of many remaining academies as they existed at that time. A few merged with others, became junior colleges, or took other forms in order to continue existence.¹¹ The influence of these schools was carried

⁹ News item in the Salisbury Evening Post, August 1, 1943.

¹⁰ Edgar W. Knight, Public School Education in North Carolina (Boston: Houghton Mifflin Co., 1916), p. 341.

¹¹ Salisbury Evening Post, loc. cit.

over into the present secondary school system of the State. From them came the flow of educated men and women who provided the State with leaders in professional and economic positions.

Materials for this paper have been taken from both primary and secondary sources. The primary sources include minutes taken from the Rowan County Board of Education Minute Book, a Catalogue of Crescent Academy and Business College, Crescent Rays, newspaper of Crescent Academy and Business College, and information received from many citizens who were in some way connected with the academy and education in Rowan County prior to 1900. Secondary sources include books on the history of education in North Carolina and in the South, and the History of Rowan County.

CHAPTER II

GEOGRAPHY, HISTORY, AND EARLY EDUCATION OF ROWAN COUNTY

Rowan County is centrally located in the Piedmont industrial region of North Carolina. It is bounded on the north by Davie County, on the south by Stanly and Cabarrus counties, on the east by the Yadkin River, and on the west by Iredell County. In shape the county somewhat resembles a right triangle. Its area of 517 square miles makes it an average size of the one hundred counties of the State.

The topography is typical of that found in central Piedmont counties, where the land is hilly with many water courses. The average elevation is 765 feet above sea level. In the middle and northwestern sections, for the most part, the elevation is about eight hundred feet. At Barber, Young's Mountain rises to an elevation of 1,092 feet above sea level, making it the highest point in the County. The southeastern corner, which makes up about one-third of the total area, is traversed by low ranges of mountains or high hills, which in places rise to one thousand feet above sea level.¹ These high hills consist

¹ Department of Agriculture, Raleigh, North Carolina and Its Resources (Winston: M. I. and J. C. Stewart, 1896), p. 392.

largely of ledges of granite, one of which runs from Dunn's Mountain to the town of Faith.

The waters of the County are the Yadkin and South Yadkin rivers and High Rock Lake. The tributaries of the two rivers, which flow in a general easterly direction, drain the surface of the County. The soil of Rowan County is composed of red clay, light gray, gray, and yellow sandy loams. In the middle and northwestern sections the red clay is dominant in the lower elevations of the County. Only in the hills and higher points of elevation are found the gray and sandy loam soils. The adaptability of these soils to the growing of small grains and hay has made Rowan County first in the State in production of these crops.

The climate, all figures derived from a sixty-four year average, is as follows: Mean annual temperature, 60 degrees; January average, 41.6 degrees, July average, 78.9 degrees; average annual precipitation in inches, 48.59.

The history of Rowan dates back to the year 1720. At that time it was settled by Protestants from Moravia who fled from the persecution of Ferdinand II.² The

² John H. Wheeler, Historical Sketches of North Carolina (New York: Fredrick Hitchcock, 1925), p. 356.

Scotch-Irish, who came in large numbers and settled in various parts of the County, first came in 1737.³ The Germans began their first settlements in the year 1745 and were followed by various other groups and nationalities. In 1754 Governor Arthur Dobbs stated that "the inhabitants of Rowan were composed of almost all the nations of Europe."⁴

These early inhabitants soon united their efforts to form close associations which had great effect on the history of the State. Although religion, education, and freedom were foremost in their minds, the Indians made numerous attacks and diverted their attention. Tribes of Cherokee Indians were just beyond the Blue Ridge Mountains and death by the tomahawk was possible in the scattered settlements. Even closer association and cooperation were needed to obtain peace, which is stated as follows:

In 1759 Colonel Hugh Waddell, with all the Provincials and all the militia of Orange, Anson, and Rowan counties, joined with the troops of South Carolina, in an expedition against the Cherokees. At the approach of the troops, Chief of the Cherokees, Atta Calla Culla . . . sued for peace, and the treaty was concluded.⁵

³ Jethro Rumple, A History of Rowan County (Salisbury: J. J. Bruner, 1881), p. 42.

⁴ Wheeler, op. cit., p. 357.

⁵ Rumple, op. cit., p. 81.

Rowan County was established by an act of the General Assembly of the Province of North Carolina on the 27th day of March, 1753. It was formed in entirety from Anson County and originally contained a larger part of Western North Carolina and the State of Tennessee. In 1770, Surry County was formed from much of the original territory, and in 1777 Burke County was created from a part of the remaining area. Actually, Rowan originally included the territory now occupied by more than thirty counties.⁶

Salisbury is the county seat of Rowan. Its deed is dated February 11, 1755, making it one of the oldest towns in North Carolina. Because of its central location, it has been called the "Queen of the Piedmont." Industry of the County, textiles being dominant, is centered in this city of twenty thousand inhabitants. Two colleges, Catawba and Livingstone, are located within the city limits. Catawba is a co-educational institution of the Evangelical and Reformed Church; Livingstone is a college for Negroes and is maintained by the A. M. E. Zion Church.

⁶ Salisbury Chamber of Commerce, A Brief History of Rowan County (Salisbury Chamber of Commerce, 1950).

Boyden High School, which is located in the southwestern part of the town, is considered to be one of the superior secondary schools of the State.

Names of outstanding residents of the County who were "early comers" are too numerous to mention, but records of such famous men as Daniel Boone, Andrew Jackson, Governor Richard Caswell, Zebulon Vance, and Maxwell Chambers, who should be mentioned, are stored in the County Court House. An outstanding author, Christian Reid, Mrs. Frances Christine Tiernan, became widely known for her book, The Land of the Sky.

The approximate population of the County in 1950 was 75,000. This number included 81 per cent white native population, 18.9 per cent Negro, and .02 per cent foreign born.⁷ The urban population made up almost four-fifths of the total number, while the farm population, living on 3,474 farms with an average of seventy-five acres largely owned by the operators, made the remaining one-fifth.

The county tax rate is 95 cents per \$100 value with an appraisal of approximately 60 per cent. The county school levy, of which there is no set amount, varies in

⁷ Salisbury Chamber of Commerce, Community Data Sheet (Salisbury: Salisbury Chamber of Commerce, April 12, 1949).

each school district. In the city of Salisbury the tax rate is \$1.85 per \$100 value. From this rate 29 cents is set aside for the school fund.

Education in Rowan County probably had its beginning with the establishment of the "Old Field" schools. These schools were begun during the troublesome years between the first settlements up to the period of the Revolutionary War. The founders, being pioneers of strong mind and body, regarded education as a matter of great importance and clearly saw the benefits that would be derived from educational activities. It was this thought that influenced them in directing their efforts toward the establishment of schools that would provide the educational necessities for daily living and for shaping the destiny of the State.

The schools were taught by those individuals who had a knowledge above the average in the community. The curriculum consisted of reading, writing, and arithmetic, with games and other activities outside the classroom. The following is a description of these schools:

The schools obtained their names "Old Field" schools because they were frequently built on or near an old field, or other open piece of ground. The open ground furnished a fine place for the games of the boys, such as "Town-Ball," "Bull-Pen," "Cat or Prisoner's

Base," while on its edge the rosy cheeked lasses enjoyed less laborious games of "Blind Man's Bluff," "Drop the Handkerchief," "Fox and Geese," "Barley-Night," and "Chichama-Chichama-Craney-Crow." The passing traveler could easily identify the log school house by the mingled voices of the boys and girls as they studied their spelling and reading lessons aloud, sometimes rendering the school room a very Babel of confused sounds. As the weather grew warmer - if the school did not close up for the summer - the children would devote themselves to the gentler games of marbles, mumble peg, or house keeping in the arbors.⁸

Classical schools were soon established in many parts of the State. They were first founded by the Presbyterians, who, as soon as a new neighborhood was settled, made preparations for preaching by a regular pastor who invariably set up a classical school.⁹ A description of these schools is as follows:

About 1760 a classical school was established at Bellemont, near Colonel Osborne's residence, called the "Crowfield Academy." The location is about two miles north of Davidson College, on the headwaters of the Rocky River, and in the bounds of Centre Congregation. Here a number of distinguished men, who acted well their part in their day, received their education or were prepared for college. Doctor James Hall, the soldier-preacher of the Revolution, the founder and conductor of Clio's

⁸ Rumble, op. cit. pp. 82-83.

⁹ William H. Foote, Sketches of North Carolina (New York: Robert Carter, 1846), pp. 512-13.

Nursery School, on the headwaters of the South Yadkin River, began his literary course at this same institution. The same is true in regard to Doctor Ephiram Brevard, who is said to be the author of the Mecklenburg Declaration of May 20, 1775. The Reverend David Caldwell, about 1766, is said to have taught in the Crowfield Academy for a short season. But he soon removed to north eastern Rowan--now Guilford--where after a short time he established a school on the headwaters of North Buffalo about three miles from where Greensboro now stands. This school was in operation ten years before the Declaration of Independence, and also a number of years after, and it is computed that there were about fifty ministers, besides a large number who entered the other liberal professions, who were educated at this law college of North Carolina.

The "Old Field" schools and a few classical academies comprised the educational facilities of Western North Carolina at this time. But those whose means would allow it were sent to complete their education at Princeton or "Nassau Hall," as it was then called. There under the instruction of President Witherspoon--the clerical signer of the National Declaration of Independence--they imbibed not only a knowledge of the liberal arts and sciences but also the principles of liberty and independence, which brought forth such rich fruit a few years afterward.¹⁰

In 1785 the Zion-Parnassus Academy was established by the Scotch-Irish at Thyatira, an early Presbyterian stronghold located about ten miles west of Salisbury, North Carolina. The school was under the direction of

¹⁰ Rumple, loc. cit.

Reverend Samuel McCorkle, pastor of the Thyatira Presbyterian Church, who soon proved himself to be an able educator. He received his education at the David Caldwell school and no doubt modeled his school after it. Doctor McCorkle added to his course of instruction a new department for teacher training, which is stated by Doctor Alphonso Smith as being "the first normal school in America."¹¹ He was very successful in selecting his students as to their qualifications for higher education; this fact is verified by the following statement:

Forty-five of Doctor McCorkle's students entered the ministry, and many others became lawyers, judges, and officers of the state. And more remarkable still, six of the seven graduates of the first graduating class (1798) of the University of North Carolina were his pupils at Zion-Parnassus. Their names were Samuel Hinton of Wake County, William Houston of Iredell County, Robert Locke of Rowan County, Alexander Osborne of Rowan County, Edwin Osborne of Salisbury, and Adam Springs of Mecklenburg County.¹²

Coon¹³ states that the Salisbury Academy was opened as a literary institution in 1807. Students were given

¹¹ J. G. Eagan and J. T. Hurley, The Prophet of Zion-Parnassus (Richmond: Presbyterian Committee of Publication, Whittet and Shapperson, 1934), p. 83.

¹² Ibid., p. 84.

¹³ Charles L. Coon, North Carolina Schools and Academies 1790-1840 (Raleigh: Edwards and Broughton Printing Company, 1915), p. 346.

accommodations in buildings containing twelve rooms, which were located in a retired part of town. Latin and Creek were taught by the Reverend John Brown who had charge of both male and female departments, but an advertisement stated that the academy was desirous of employing a female teacher for the female department. In 1814 it was announced that the main building would be completed by the first of January. Outstanding teachers of the academy were R. L. Edmonds, J. O. Freeman, and Reverend John Brown. No record of the academy is shown after 1839.

In 1809 the Kilpatrick School was opened about fifteen miles above the city of Salisbury under the direction of Reverend Joseph D. Kilpatrick "for the instruction of young men in Latin and Greek, English Grammar, and Geography."¹⁴ Tuition was \$12 per year and board could be obtained in the immediate neighborhood for \$40 per year.

Announcement of the opening of Mumford's School appeared in the Raleigh Register on June 23, 1815.¹⁵ Mrs. George Mumford offered to teach two or three young ladies the common rudiments including history, geography, music, painting, embroidery, and other needle work.

¹⁴ Ibid., p. 382.

¹⁵ Ibid., p. 383.

The Yadkin and Catawba Journal, January 13, 1829, made the following announcement of the opening of Wiley's Select School:

In compliance with the frequent solicitations of several respectable families in this place, Mrs. Wiley has been induced to open a Select School for the instruction of young ladies, in the useful and ornamental branches of education. Her terms are as follows: For reading, spelling, and writing, \$4 per quarter. Arithmetic, English grammar, geography, history, rhetoric, together with the above, \$5. Drawing and painting upon paper, and satin, theorem painting upon velvet and paper, and open ornamental needle work upon lace, cambric and muslin, \$10. Those who feel disposed to encourage the above school, may be assured that the utmost care will be paid to the morals and manners, as well as the scientific pursuits of such as may be placed under her charge.¹⁶

In 1839 North Carolina enacted a statewide public school law, the provisions of which made it possible for a county to receive from the Literary Fund of the State the sum of \$40 for each district, provided that the county raised by taxation the sum of \$20 for each school district. In an election which was held to determine support of the bill, Rowan County voted as follows: For the bill, 403; against, 717.¹⁷

¹⁶ Ibid., p. 384.

¹⁷ Archibald Henderson, North Carolina (Chicago: Lewis Publishing Company, 1941), Vol. II, p. 119.

It was not until 1848-1849 that Rowan passed a special law that established public schools. Noble states the following about investment of the County's share of the Literary Funds:

It seems like paying a premium for failure to establish common schools when we find that in a special law passed in 1848-49 that the counties of Rowan and Edgecomb, which had just previously adopted the common school system, were permitted to invest in one of the solvent banks of the state their share of the proceeds of the Literary Fund which had accumulated prior to their adoption of the common school system. The question might well be asked, why not use this fund immediately in building comfortable school houses and in employing the best teachers rather than investing it in bank stock.¹⁸

By 1851 the County had been divided into school districts. The school term lasted approximately three and one-half months. Subjects taught were spelling, reading, writing, English, and geography. Salaries were paid according to the ability of teachers and the money available. For example, in district number fourteen, William T. Thompson was paid a salary of \$19.70 for a period of twenty-one days per month; in district number eleven, James F.

¹⁸ M. C. S. Noble, A History of Public Schools in North Carolina (Chapel Hill: University of North Carolina Press, 1930), pp. 85-86.

Moore was paid a salary of \$17 per month; and Caleb Hampton was paid \$28 per month.¹⁹

The Civil War almost wrecked, but did not destroy, the democratic system of education that Wiley had developed. During the War, Governor Zebulon B. Vance enabled Wiley to keep the Literary Fund from being used for military purposes, thus the schools were kept open and revived after Reconstruction.²⁰

The period of Reconstruction brought much confusion to the schools of the State. This was due to two causes: agitation by Negroes for admittance to public schools, and the legal means of supporting the public schools that were to be re-opened under the School Law of 1869.²¹ In 1870 there were schools in seventy-four of the ninety counties with an enrollment of 31,093.²²

In 1875 Miss Betty Wrenn was operating a private school in her home which was located in the first block of West Bank Street, Salisbury. Reading, writing, and

¹⁹ Taken from school reports located in office of Clerk of Superior Court, Rowan County Court House, Salisbury, N. C.

²⁰ Charles W. Dabney, Universal Education in the South (Chapel Hill: University of North Carolina Press, 1936), p. 171.

²¹ Ibid., p. 175.

²² Ibid., p. 174.

arithmetic were taught to boys and girls who were approximately six to twelve years of age.

The Salisbury "Free School," which was located on North Church Street where the First Baptist Church now stands, was still in operation during the late 1870's. The building was a wooden one-story structure with three rooms.²³

The Salisbury Presbyterian Academy was located behind the present Presbyterian Church on South Jackson Street. R. M. Davis was an outstanding teacher of the boys, who were taught on the main floor of the building. The girls were taught on the second floor by a woman teacher. The necessity for the academy to continue its operation was ended with the establishment of the Graded Schools.²⁴

In 1880 the first Graded School was located in the first block of East Fisher Street. It was later moved to the present location of the Frank B. John School on North Ellis Street. Doctor W. A. Wilborn was principal of the

²³ Statement of J. M. McCorkle, April 15, 1950, Salisbury, North Carolina.

²⁴ Ibid.

four-room school, where Latin, English, arithmetic, etc., were studied.²⁵

A census of schools in 1884 showed that the County had approximately forty-six white and twenty-three colored schools. The value of the public school buildings ranged from about \$20 to \$100, the value being given by the school board of each district.

In 1885, T. C. Linn was Superintendent of County Schools, a position which he retained until 1891. During the later year R. G. Kiser was made Superintendent of County Schools and successfully operated the schools until 1925.

In 1896, there were 129 schools in the County; fifty-four were colored schools. Salaries were set at \$28.38 per month for white male teachers, and at \$23.46 per month for white female teachers. Value of school property was \$18,345 for white schools and \$5,169 for colored schools.²⁶

By 1898 the County had been divided into fourteen well-organized districts. The following is a list of districts showing the number of pupils and money available

²⁵ Ibid.

²⁶ Taken from Minute Book, Rowan County Board of Education, 1885-1925, Salisbury, N. C., p. 78.

in each district:

District and Number	No. of W. Pupils	Money for W. Pupils	No. of C. Pupils	Money for C. Pupils
Salisbury, 1	1999	\$2998.50	884	\$1230.00
Franklin, 2	445	682.50	179	368.50
Unity, 3	279	418.50	175	202.50
Scotch-Irish, 4	241	361.50	100	150.00
Cleveland, 5	181	271.50	209	315.50
Mt. Ulla, 6	266	399.00	132	198.00
Steele, 7	169	253.50	136	204.00
Atwell, 8	665	997.50	137	205.50
China Grove, 9	679	1018.50	138	207.00
Locke, 10	388	582.00	165	247.50
Litaker, 11	460	690.00	54	81.00
Gold Hill, 12	448	672.00	103	154.50
Morgan, 13	455	682.50	24	36.00
Providence, 14	575	862.50	149	223.50
Totals	7260	\$10890.00	2545	\$3817.50 ²⁷

Rowan County is centrally located in Piedmont North Carolina. Protestants, Scotch-Irish, Germans, and other nationalities settled during the first half of the eighteenth century the county that was established as Rowan in 1753.

Education began with the establishment of "Old Field" and classical schools. By 1840 the public schools of the state had been opened. After Reconstruction, free schools were again opened and a graded school later established in Salisbury. There were no public rural high schools in the County in 1898.

²⁷ Ibid., p. 90.

CHAPTER III

FOUNDING, GROWTH, AND DECLINE OF CRESCENT ACADEMY AND BUSINESS COLLEGE, 1896-1913

The history of Crescent Academy and Business College is chiefly the history of Doctor J. M. L. Lyerly, Reformed Church minister and educator. He was born on November 18, 1862, in Rowan County, North Carolina, about eight miles south of the city of Salisbury. His father, Martin Lyerly, of German descent, died about two months before his son was born. The devotion and self-sacrifice of his mother enabled the son to receive the advantages of an education that otherwise would not have been his. He first attended school at the Peeler School which was located near his home. Here, under the leadership of such outstanding teachers as Tobias Peeler and H. A. Trexler, he became studious and industrious, thus increasing his desire for an education.

In the fall of 1880, he entered Catawba High School which was located at Newton, North Carolina. His training in secondary education lasted for five years under the able instruction of Doctors J. C. Clapp and J. A. Foil.

In 1885 the trustees of the institution resumed the original charter, granted in 1851, and Catawba High School was opened as Catawba College, beginning classes in the fall of that year. Several pupils entered as freshmen, but for various reasons all but three young men discontinued their studies before reaching the junior year. They were Moses A. Foil, Jacob C. Leonard, and J. M. L. Lyerly. These three young men were graduated from Catawba College in May, 1889, with the degree of Bachelor of Arts, being the first graduates of this institution of the Reformed Church.¹

Under the supervision of Doctors P. M. Trexler, J. A. Foil, and J. L. Murphy, Catawba College conferred upon Doctor Lyerly the degree of A. M. in 1892. In 1894 he received the Ph. D. degree from Hopedale College, Hopedale, Ohio.

Shortly after receiving his A. B. degree, Doctor Lyerly was ordained to the ministry of the Reformed Church. He accepted as his initial pastorate the Central Rowan Charge in Rowan County which consisted of three small congregations having a total of one hundred members. In 1892,

¹ Jacob C. Leonard, News item in the Reformed Church Standard (Hickory: April 15, 1923), p. 1.

he assumed the pastorate of the Lincoln Charge, composed of four congregations in Lincoln and Catawba counties. The joint Consistory of the Central Rowan charge strongly protested his acceptance of the charge, and it was on his promise to return to the charge if they could not secure a suitable pastor that final consent was given to his departure. The members of his initial charge were unable to secure a pastor, and Doctor Lyerly returned to the Rowan Charge and remained as pastor until 1906, when he organized and became pastor of the Crescent Charge. This charge was formed from part of the Central Rowan Charge and included the Bethany Church at Crescent, North Carolina, which he had previously organized.

The remaining years of his ministry were spent serving as supply pastor of the Davidson Charge in Davidson County, 1908-1918, as stated, supply pastor of the Guilford Charge, Guilford County, 1920-1922, and as pastor of the Waughtown Charge, which consisted of three churches in Davidson and Forsyth counties, from 1922 until his death.²

² James T. White, editor, The National Cyclopedia of American Biography (New York: James T. White and Company, 1929), XX, 230.

During his career as minister and educator, Doctor Lyerly owned and supervised a small farm of approximately seventy-five acres. At different times he also owned and edited three newspapers--the Concord Chronicle, the Albemarle Chronicle, and the Reformed Church Standard.³

In 1896 he founded Crescent Academy and Business College, the topic of this thesis. He was instrumental in founding and operating the Nazareth Orphans' Home which was opened in 1906. During the school year 1909-1910, he was a teacher at Catawba College. His last affiliation with college work was during the year 1915-1916, when he was in charge of Claremont College for girls.⁴

He was married on June 3, 1889, to Miss Mary Eugenia Peeler of Rockwell, North Carolina. To this union were born eleven children: Maye, wife of Doctor John Floyd Coble, Toledo, Ohio; Sudie Grey, wife of Doctor E. Flynn Menius, New Bern, North Carolina; Maude, wife of Doctor L. E. Buie, Sanford, North Carolina; Ruth,

³ Ibid., p. 230.

⁴ Jacob C. Leonard, History of Catawba College (Columbia, Missouri, 1927), p. 207.

wife of Reverend Ray R. Fisher, Winston-Salem, North Carolina; Ethel, wife of G. E. Moore, Toledo, Ohio; Bernice, wife of Reverend C. Nevin Stamm, Pittsburg, Pennsylvania; Jean, Charlotte, North Carolina; Jacob N., Dallas, Texas; Carl H. and Ray Palmer, Salisbury, North Carolina; and Virgil, Salisbury, North Carolina.⁵

Doctor Lyerly died at Winston-Salem, North Carolina, on March 17, 1923. He was a friend of the people, the orphan and the sick, an instructive and appealing teacher and minister, always administering to those in the humble walks of life.

On August 9, 1896, Doctor Lyerly opened the doors of Crescent Academy and Business College. He had considered for a period of approximately one year the establishment of an institution that would provide educational facilities for his children and other local boys and girls. He realized that such a school would be tremendously important in training young boys and girls for higher education and achievement. As the school grew, he saw that it would serve a two-fold purpose, that is, it would develop a better class of citizenship, and it would provide

⁵ Statement of Mrs. J. M. L. Lyerly, May 6, 1950, Salisbury, North Carolina.

both elementary and secondary education with a preparation for two years of college.

The academy was located on the Lyerly farm in the village of Crescent, North Carolina, which is near the Yadkin Railroad that runs from Salisbury to Norwood. The railroad simplified the difficult means of transportation for students and visitors.

Formal announcement of the opening of the academy was made, but no record of the exact advertisement is available; however, a similar announcement was made in the school newspaper during the summer of 1899:

CRESCENT ACADEMY AND BUSINESS COLLEGE

Crescent, North Carolina

FALL TERM OPENS AUGUST 9th, 1899.

THE COURSES ARE: Academic, Normal, Business, stenographic, Typewriting, Music, and Art.

COST OF ATTENDING HERE: Board, room, fuel, oil, books, washing, ironing, and all other expenses, from fifty to eighty dollars per year of ten months.

Able faculty, every convenience for mail and railroad, healthy locality, good morals, no drinking, intoxicants or smoking cigarettes not allowed.

Help to positions given, good library, good literary societies, co-educational.

FOR CATALOGUE, ADDRESS

Reverend J. M. L. Lyerly, Ph. D.
Crescent, North Carolina.⁶

On the appointed day, school opened in the academy building which was nearing completion. As each room in the new building was completed, the classes moved in and the students were seated on benches made from slabs until others could be purchases. Pupils came by the dozens during the first months of the school's operation. Additional classroom space, which was badly needed by the growing student body, was found in nearby Bethany Church. This rapid growth compelled Doctor Lyerly to hire three new teachers before September 15, 1896.

The enrollment, which began with seventeen pupils, was increased to sixty-five by the end of the first school year. By 1900 it had increased to 162 pupils. From this date to 1901 the enrollment increased to 225, which was probably the largest increase during the history of the academy. This enrollment of approximately 225 was maintained until 1906-1907, when it increased to 250 students. This number, which was the maximum enrollment of the academy, was maintained until 1909-1910. The total

⁶ Taken from cover of Crescent Rays, August, 1899.

enrollment of all students is not known, but the number who attended the institution during its existence was approximately two thousand.⁷

The faculty members of the academy were numerous. Outstanding teachers, some of them ministers, were hired with the understanding that highest standards were to be maintained at all times. The first of the faculty members were hired in 1896. They were Doctor Banks McNairy, Professor L. H. Brown, and Miss Etta Michael. Doctor McNairy taught academic courses; Professor Brown was the first business teacher; and Miss Michael was the first music teacher.

In 1899 Professor L. H. Rothrock became a member of the faculty. He was born on February 10, 1839, near Rockwell, North Carolina. His formal education ended when he was called to serve in the Civil War while a student at the North Carolina College, Mount Pleasant, North Carolina. The lack of formal education did not keep him from learning, this being shown by his ability to read Greek and Latin and to work difficult mathematics problems. Most of his life was spent teaching at various

⁷ White, op. cit., p. 230.

schools in North Carolina. He taught for twenty years at the Bethany Academy.⁸

Doctor P. M. Trexler, a minister of the Reformed Church began teaching at Crescent in 1899. He was born in Rowan County in 1844. Before serving as a Confederate soldier in the Civil War, he attended Catawba High School, Newton, North Carolina, later completed his education at Franklin and Marshall College in Lancaster, Pennsylvania. In 1871 he organized the St. Luke's Reformed Church in Rowan County. After serving as pastor for several years in this area, he taught at Catawba College.⁹

In the fall of 1902, Professor A. W. George joined the faculty and became an outstanding teacher. He received his education in the public schools in Yadkin County, Center Academy, Yadkin Valley Institute, the Yadkinville Normal School, University of North Carolina, and as a non-resident student at State College. He taught mathematics, language, and various other subjects that he was called upon to teach. For five years he was acting

⁸ Statement of Mrs. Carrie Rothrock Graf in letter dated March 25, 1950, Salisbury, North Carolina.

⁹ Statement of Guy A Trexler, April 12, 1950, Salisbury, North Carolina.

principal and supervisor of the boys' dormitories. In 1907 he resigned to join the faculty at Mount Pleasant Academy. In all, he taught for some fifteen years in various schools and academies in the state.¹⁰

Because of his ministerial work and the many other duties connected with school work, Doctor Lyerly secured the services of J. Will Barnhardt of Concord, North Carolina, as his partner in 1897. Professor Barnhardt was a capable man for the position and did outstanding work, but after several years he resigned to accept a position in the Post Office at Concord, North Carolina.

During the school year 1904-1905 the faculty members were listed as follows:

Rev. J. M. L. Lyerly, lecturer on Pedagogica
 Professor A. W. George, Mathematics, Language, etc.
 Miss Zola F. Duke, Business Department
 Miss Frances Lippard, Music and Elocution
 Miss Sue Bettie Michael, Art
 Miss Addie McNairy, Primary Department
 H. L. V. Shinn, Penmanship
 Mrs. Mary E. Lyerly, Matron and Superintendent of
 Boarding House
 J. C. Peeler, Sexton
 F. A. Eckard, Factotum.¹¹

¹⁰ News Item in Salisbury Evening Post, August 1, 1943.

¹¹ Taken from cover of Catalogue, Crescent Academy and Business College, 1904-1905.

Reverend C. B. Heller, another prominent Reformed Church minister, joined the faculty in 1906. He was born near Bloomsburg, Pennsylvania, on December 27, 1853. He received his education at Bloomsburg State Normal School, at Franklin and Marshall College, and the Theological Seminary, Lancaster, Pennsylvania. Reverend Heller was pastor of the East Rowan Charge in North Carolina, the Mt. Crawford Charge in Virginia, and the Everett Charge in Pennsylvania, the Lincoln Charge in North Carolina, and the Shiloh Reformed Church at Faith, North Carolina. While pastor of the latter church he taught at Crescent Academy and Business College.¹²

A partial list of other faculty members is as follows:

Music: Miss Ida Regan, Miss Florence Gall, Miss Lucy Fry, Miss Lillie Lingle, Miss Fannie Lippard, and Miss Ethel Early

Expression: Miss Ethel Schaffner and others

Intermediate: Miss Nora Peeler, Miss Addie McNairy and others

Business College: Professor J. A. Heilig, Professor H. L. Frick, Miss Carrie B. Cartwright, and Professor J. W. Peeler

¹² Jacob C. Leonard, The Southern Synod of the Evangelical and Reformed Church (Raleigh: Edwards and Broughton Company, 1940), p. 252.

The physical equipment of the academy was increased as the enrollment demanded such improvements. There were nine buildings used for the general purposes of the school work which were conveniently located in a large grove of trees. It was stated that the campus looked more like a summer resort than an educational institution.¹³

The first building used for instructional purposes was the academy building. Its construction was begun during the spring of 1896 and completed in late summer of that year. The accepted plans called for a frame building with two full stories, so constructed that additions could be made when its capacity needed to be increased. It contained eight class rooms and a small auditorium. The halls and recitation rooms were provided with large windows, which gave light from all sides and furnished adequate ventilation. The building was equipped with modern essentials of the classroom including maps, charts, and manikins.

Construction of the first dormitory for boys was begun in the summer of 1896. It was a two story frame

¹³ Where not otherwise credited, information was obtained from statements by Mrs. J. M. L. Lyerly, Salisbury, North Carolina.

building that was also built so that additions could be made when required. There were four large rooms on each floor. Four boys were assigned to each room, with the main room on the ground floor being occupied by the dietitian of the academy. She was not responsible for the conduct of the boys, but they were inclined to respect her presence. The rooms were furnished with bedsteads, washstands, chairs, tables, stoves, buckets, and mattresses of the "straw tick" type.

Other dormitories for boys were completed as the need for them arose. These dormitories were referred to as cottages. They had from four to ten rooms each and were scattered around the campus. Furnishings were the same as in the main dormitory. All of the dormitories were heated by small wood stoves which were placed in each room.

All of the girls who boarded on the campus lived at the Lyerly home until 1901. At this time it became necessary to build a larger dining hall to accommodate the needs of the ever increasing student body. The second floor of the building was to be used as a dormitory for girls who could not be housed in the Lyerly home. There were eight rooms, all furnished with bedsteads, washstands,

tables, stoves, and mattresses. The new felt mattresses, which replaced the "straw tick" type, were the first to be used in the dormitories.

In 1901 the Business College building was completed. In size it was not as large as the academy building and was located so that the other departments would in no way interfere or disturb class progress. Classroom equipment, which included modern machines, was installed for the use of all students in the department.

The library was located in the Lyerly home for a number of years until it was moved into a small cottage on the campus. It contained a large reading room with over 3,000 volumes.

Other buildings included the faculty homes and the store building. The faculty homes were made available to faculty members who were married. The store building served as a post office, a school supply room, a recreation room which was located on the second floor, and as a general merchandise store. There were two telephones on the campus; one was located in the store building and the other in the Lyerly home.

There was an athletic field that was set apart exclusively for physical training of the students. Brush

arbors, which were used for commencement exercises, were built on the campus. Large crowds that attended these exercises made the arbor a necessity.

The decline of the academy began between the years 1908 and 1910. The bill for the establishment of rural high schools, which was passed by the State of North Carolina in 1907, caused the decline. Doctor Lyerly saw that the purpose for which he had established the academy would soon cease to exist. As the public secondary schools were built, plans were made for the closing of the academy. Those students who were beginning their work were allowed to finish the required courses for graduation. From 1910 to 1913 final preparations were made, and in the spring of 1913 Crescent Academy and Business College closed its doors to students.

Crescent Academy and Business College made an outstanding contribution to the community and to the State. "Doctor Lyerly gave boys and girls the advantages of high school and junior college education when there were no rural high schools and few in the city."¹⁴ Many outstanding faculty members taught in the school which was well

¹⁴ Leonard, op. cit., p. 61.

organized and equipped with adequate building facilities and instructional materials. During its existence of approximately eighteen years Crescent Academy operated as a first-class school and provided educational opportunities for about 2,000 students. The establishment in 1907 of the rural high school was the principal cause of its decline and closing.

CHAPTER IV

THE CURRICULUM

Every true educator, regardless of his position, constantly reflects his part in elevating the standards of education. Through proper instruction and necessary variety, he will be able to train the student to become an independent thinker with a well-built character. Such valuable training, however, cannot be obtained without the use of a curriculum that meets the needs of the pupil.

The curriculum is in need of constant change and must be so constructed that it may be readily adapted to changing conditions. Reorganization of the curriculum began as far back as 1890 with scientific investigations of curriculum construction beginning around 1900.¹ Courses were organized so that they would be of value aside from mere preparation for college. Selected subjects were so organized that they would meet the changing conditions of society, government, and business.

¹ Minor J. Gwynn, Curriculum Principles and Social Trends (New York: The Macmillan Company, 1947), p. 337.

The above methods of organization were reflected in the curriculum of Crescent Academy and Business College. Courses were designed to give training for community and professional life. Equipment essential to the proper training of the student was purchased for both academic and business departments. It was the aim of the academy to give courses which would meet the needs of the individual student.

The curriculum, as discussed in this chapter, will refer to the organization of the departments and to the outline of the course of study. The remaining part, consisting of "all the other activities and experiences under the direction of the school," is discussed in preceding and subsequent chapters.

In 1900 the curriculum of Crescent Academy and Business College was organized into eight well-planned departments which were presided over by competent teachers. In each department the work was thorough, and the pupil was fully prepared for his particular line of work. The academic department was particularly strong in that it offered unrivaled advantages to boys and girls who desired a liberal education. Much emphasis was placed in the value of higher education in its relation to industry

and social life. The elementary student was taught to take facts as they were presented from authoritative sources, while the student in the secondary school was taught to reason from cause to effect and from effect to cause. It was the purpose of the institution to cultivate the mind so that the highest possible attainments could be reached.

The eight departments were organized as follows:

Normal course. This course was offered for those who wished to prepare themselves for the teaching profession. Each student was required to learn the use of the textbook. He learned to teach under the supervision of the principal who attended classes while the student taught. After the class period, the student was corrected by the principal, who always stressed teaching by the most modern methods. Lectures were given on the subjects taught in the public schools and on the method of management and organization that was most commonly practiced. The aim of this department was to train teachers whose aims and purposes would be to make the teaching profession stronger and prosperous. It was the belief of the instructors that power must be the ability and capacity of the teacher. Schools were

prosperous and brought about needed results when the teacher was thoroughly trained for the vocation.

Music Department. Much success was obtained in this department through its effort to train competent musicians. Every possible effort was made to give complete and correct training. The course consisted of lessons in piano, organ, and voice for those who desired them. The department was always under the direction of a competent teacher who was instructed to look after the advancement of the pupil and to direct his daily practice. The foundation and development of higher musical education, based upon the study of classical matters, was felt to be the need of the student who came to the academy. Pupils were given a complete and intelligent insight into the art of music. It was the purpose of the department to use methods of study so that difficulties gradually disappeared and the study of music became a pleasure rather than a task. Musicals were offered at various times during the year and were open to the general public.

The Primary Department. This department was considered to be one of the most important in the school. From the time that it was organized until 1903, Mrs. Nora Peeler Abernathy, Hickory, North Carolina, was the head

of the department. Proper instruction was given so that the foundation for future education would be secure. A limited number of students assured proper instruction for each pupil. Students of primary education did their student teaching in this department.

The Art Department. The department was not designed to make artists of all students but it presented to all who took the course a knowledge of the subject so as to enable them to appreciate the work of others. The course of study offered three years for those students desiring to complete the course. Art was considered necessary in the training of teachers. This was shown in the public schools where all teachers were required to have taken at least a beginner's course. Educators believed that no education was complete without a practical knowledge of drawing and an acquaintance with the principles of art. Even a simple knowledge had its value and was considered profitable for those who would afterward make use of it as a designer.

The Business College. The curriculum in this department was as complete as the administration could make it. Each student was expected to take full advantage of

the courses offered. The term was for nine full months. Prerequisites were a thorough knowledge of English and mathematics. The three courses offered were:

1. Business Course. The system of bookkeeping was taught with a full set of books, involving all transactions of actual business journalization, posted, and closed. Several sets of original day book entries were made. Cash books, bill books, and balance sheets were kept by each student. A course in commercial arithmetic, business law, business forms and legal forms was given. The student was taught the theory of business transactions and the method of carrying on a business in his own name. The course was offered step by step until the student had gone through every kind of business transaction in general practice at that time. This training made it possible for him to become competent in managing the business affairs of a firm or corporation.

2. Stenographic Course. The shorthand and typewriting courses were full and complete. A graduate of this course was thoroughly prepared to do the work that was demanded of him in the business world. The student was familiarized with every known form of business letter and was instructed to use correct grammar, punctuation,

capitalization, and expression. In shorthand, a speed of one hundred words per minute was required before graduation.

3. Penmanship Course. This course was offered to enable the student to use the pen with grace and speed. He was taught how to use the muscles properly, how to shape the letters of the alphabet, and how to space and shade. Special attention was given to correct forms of letter writing and other forms of correspondence.

Graduate Course. The graduate course was offered to those students who desired to attend college or a university. It was equivalent to that offered by a junior college. Students who completed the course had no difficulty in entering the college of their choice as a junior. One full year's work in mathematics, Latin, Greek, English, German, and science was offered.²

The concreteness used in planning the course of study is shown in the following:

The text books used in the public schools of our state are taught the first year. We lay unusual stress upon this year's work, so that the student may be fully prepared for higher work.

² Catalogue, Crescent Academy and Business College, 1904-05 (Salisbury: Royall Printing Company, 1904), pp. 6-12.

In Latin, Collar and Daniel's Latin book is used, and special attention is given to forms of language, translating Latin into English, and English into Latin. Caesar is read the second year, and special work in Latin is done. Cicero's Orations and Virgil's Aeneid are read the third year. Attention is paid to the grammatical and rhetorical structure of the language.

The first year of Greek is directed to that language as outlined in Gleason and Atherton's first Greek book. Attention is paid to the verb, noun, and adjective forms, as denoted in their inflection, and the student becomes acquainted with the idioms and forms as he translates and studies the grammatical construction of words and sentences.

The last year, the student reads Anabasis, and studies the Grammar in addition to the practice of sight reading, and he becomes sufficiently acquainted with the language to enable him readily to read the Greek Testament, and to understand the terms of theology, law, and medicine.

In German, the student gets the forms of the words, their use in the sentence, studies carefully the inflection of verbs, the peculiar idioms of the language so that he may be able to read well any ordinary work in German.

English claims our special attention as it justly deserves and the student from the beginning to the end of the course must study English. We not only demand a knowledge of rules and usages of the language but a practical use of what is learned must be applied. Rhetoric is applied in its most practical sense and the student is to do much in composition. Literature, American and English, is studied and the student becomes acquainted with the more important of

our writers and learns something of their style and motive, as he considers them.

Four years are devoted to the study of science in some of its phases. Physical geography claims considerable attention, and the student becomes acquainted with laws of nature not before thought of. Natural philosophy and chemistry are necessary that the mind may become acquainted with matter and its relation with matter, and the changes brought about under certain conditions.

Mathematics, under various heads, is studied all through the course. We not only insist on going over the books prescribed, but the students must understand, and be able to think for himself concerning parallel conditions. Our students are not slaves to their work or text books, but are taught to utilize what they have learned of the subject in practical illustrations and problems. The course is full and much stronger than most academies offer. It completes arithmetic, algebra, and plane geometry.

The student studies civil government and becomes acquainted with the duties of a true citizen, and is made a better one in consequences of his being informed of his relation as the citizen of the state.

In economics, he is taught to study the first time those questions on which politicians disagree and the force of money, developments of civilization, and all those questions which are invaluable to every citizen, as he is made able to understand why large and prosperous cities spring up at places, and why towns in other places never become of any consequence.

Elocution is taught both as a theoretical and practical art. The student learns how to appear and to speak and recite. Above all we endeavor to enable the pupil to be himself.³

³ Catalogue, loc. cit.

The curriculum at the turn of the twentieth century was greatly concerned with facts and skills, and little concerned with social understanding and sensitivity, creative expression, recreation, and attitudes of the pupil. Instructional materials were usually limited and vicarious experience was largely relied upon instead of the needed actual experience. It was evident that only the realities of society and the total life and environment of the individual would meet the needs of the pupil.

A comparison of the secondary curricula in North Carolina schools and in Crescent Academy and Business College reveals the differing educational philosophy of the two types of institutions. They are shown below.

North Carolina Secondary Curriculum, 1907

Year

- 1 Arithmetic and Algebra, English History, English Grammar, Composition and Literature, Latin, French or German, Introduction to Science.
- 2 Ancient History to eight hundred A. D., English Composition, Grammar and Literature, Latin, French or German, and Physical Geography.*
- 3 Algebra or Plane Geometry, Medieval and Modern History, English, Latin, French, German.

- 4 Geometry and Advanced Arithmetic, American History and Civics, North Carolina History, English Composition, Rhetoric and Literature, Latin, Greek, French, German, Physics or Agriculture.

* Some other science may be introduced here, e. g., Botany or Agriculture.⁴

Curriculum for Crescent Academy and Business College, 1905

CURRICULUM ACADEMIC COURSE Four years

Year

- 1 First term: Spelling and defining, reading, arithmetic, English grammar, Hyde's book one, geography manual, physiology, penmanship, daily practice.

Second term: Spelling and defining, reading, arithmetic, English grammar, geography (manual), physiology, North Carolina History, penmanship.
- 2 First term: Spelling and defining, elocution, geography manual, arithmetic, algebra begun, first Latin, penmanship, agriculture.

Second term: Elocution, English grammar, arithmetic, algebra, United States History, physical geography, civil government, penmanship.
- 3 First term: Elocution completed, algebra, United States History, English Grammar completed, arithmetic (commercial), literature.

⁴ Edgar W. Knight, "One Hundred Years of Public Education in North Carolina," North Carolina Education, 2:198, February, 1936.

- 3 Second term: Advanced algebra, general history, literature, Caesar (Latin Grammar), first Greek, rhetoric.
- 4 First term: Cicero, first Greek completed, general history, rhetoric completed, plane geometry, German, natural philosophy.

Second term: Plane geometry completed, Anabasis and Greek Grammar, Virgil (Latin Grammar), chemistry, German, economics, thesis.

NORMAL COURSE, TWO YEARS JR. COLLEGE

Year

- 1 First term: Advanced English grammar, arithmetic reviewed, North Carolina History reviewed, elementary algebra, first Latin, elocution (reading), physiology, hygiene, penmanship, drawing.

Second term: Elocution, advanced English grammar, commercial arithmetic, physical geography, algebra completed, first Latin, United States History, civil government, way-marks for teachers, penmanship.
- 2 First term: Higher arithmetic completed, new higher algebra, Caesar, general history, natural philosophy, elements of pedagogy, normal methods of teaching, rhetoric and composition, agriculture.

Second term: New higher algebra, plane geometry, English literature, review of common school studies, normal methods of teaching, rhetoric and composition, lectures, school management.

COURSES FOR GRADUATES

- 1 One Year Only: Plane geometry, Livy, memorabilia, studies in English, German

grammar and Goethe's Faust, geology, spheroid trigonometry, Horace's Odes, Homer's Illiad, botany, English history.

ART

- 1 Drawing from flat in pencil, charcoal, crayon, drawing from objects, oil painting commenced.
- 2 Oil painting continued, painting on silk and satin in oil and water colors, pastels and tapestry painting, history of art.
- 3 Painting in oil and water colors from still life, advanced work in pastel and tapestry, history of ancient and modern art.

In order to provide for more extended work than that offered in the regular academic course, a special for one year is provided.⁵

The curriculum of Crescent Academy and Business College was organized to meet the needs of the individual pupil. Particularly did it meet these needs in providing a thorough college preparatory course, adequate training for those who desired to enter the teaching profession, and a business department. The course of study offered instruction from the primary level through junior college work. The faculty members sought to develop the potential abilities of all students.

⁵ Catalogue, op. cit., pp. 12-14.

CHAPTER V

LIFE AT CRESCENT ACADEMY AND BUSINESS COLLEGE

Students who attended Crescent Academy and Business College were faced with many hours of hard study which were supplemented by numerous social activities. Campus activities were carefully organized to assure the student the advantages of associations with others. The aim of the school was to give thoroughness and competency in both instruction and social life. This was to be accomplished through obedience, promptness, and system.¹

Upon arrival on the campus, each student was required to take the following pledge:

I, desirous of becoming a student at Crescent Academy and Business College, hereby pledge myself to be obedient to all the rules and regulations of said institution, as they now exist, or as in the judgment of the management, may become necessary. I further agree not to have or keep in my possession playing cards, pistol, or other deadly weapons.²

¹ Catalogue, Crescent Academy and Business College, 1904-05 (Salisbury: Royall Printing Company, 1904), p. 19.

² Ibid., p. 22.

Tuition fees were payable at the end of every term. It was requested that all bills be paid immediately so that the faculty members and other obligations could be paid. The academy received no financial support from the state and payment of bills was absolutely necessary to maintain normal operation. Room rent was charged from the time the student entered school until the key was turned over to the management. Students were charged tuition on the basis of the school term. In the Business College, tuition was payable one-half upon entering school, and the balance at the middle of the term.

The cost of tuition and other fees for attending the academy are shown below:

	Tuition per Month
Primary Department	\$.90
Academic Course, 1st year	1.00
2nd year	1.50
3rd year	2.00
4th year	2.50
Course for Graduates	3.00
Normal Course, Jr. Year	2.00
Sr. Year	2.50
Music, Instrumental (ten lessons)	1.75
Vocal	1.75
Organ rent (1 hr. per day)	.25
Piano rent (1 hr. per day)	.50
Art, 1st year	1.75
2nd year	2.00
3rd year	2.25

Business Course, complete	\$20.00
Shorthand	20.00
Penmanship	15.00
Materials, Business	5.50
Materials, Shorthand	5.50
Machine rent	1.00
Miscellaneous, Diploma	1.00
Room, unfurnished	.50
Oil per student	.10
Charge for wood	.20
Board in Club	3.00 to \$4.75
Board in private home	7.00 to 8.00
Book rent (per year)	1.00 to 5.00
Washing and ironing (per month)	.40 to .75
Tuition, books, board, washing, etc., for complete course for five months, payable upon entrance	55.00 ³

No student was turned away because of lack of funds. Those who found it difficult to pay cash were allowed to pay their expenses by furnishing flour, meat, potatoes, and other staple foods. Deserving students were admitted on a charitable basis. This was shown on many occasions when boys and girls were permitted to register when they were without adequate funds. For example, Doctor Lyerly admitted two Hungarian boys who had worked in the coal mines of Western Pennsylvania. These students, Louis Birinyi and Alex Tomshonyi, will be discussed in a subsequent chapter.

³ Ibid., p. 24.

Prospective students were asked to bring the following articles: A broom, washbowl, pillow, lamp, glass, brush, comb, towel, window curtains, and bed clothing. Those students who desired could obtain rooms furnished with the above articles.

Recitations were announced by a bell which was located in the academy building. Each student was required to attend classes unless he had been excused because of illness or other necessities. No course could be dropped without the consent of the teacher having charge of that particular class and then not until the end of the month. Successful completion of a course was made when the student was able to make a grade of nine on the final examination. Pupils who proved to be unworthy were not allowed to remain in school.

Examinations were given at the middle and close of each term. These examinations covered the entire work gone over for the term, and no one was excused unless because of illness. Reports which were sent to the parents showed attendance, deportment, punctuality, and academic grades.

Textbooks were sold or rented at the school store. A plan for renting books at one-fourth actual cost was

very helpful to the average student. The catalogue states that the newest and best textbooks were used at all times. As the approved books were published, they were immediately bought to replace the out of date ones. Examples of books used as textbooks are: Collier and Elwood, Higher Arithmetic; Speek, Rhetoric and Composition; Euelah, English Grammar; and Herdtus, Trigonometry and Geometry.

The library was open to all students for use in their school work. There were, as already mentioned, more than three thousand copies of standard fiction, poetry, and reference books which furnished a means of general information and culture. These books were obtained by two methods. First, the management made out-right purchases; and second, book receptions were held at different times during the year by the management. The following is an example of how books were added to the library:

A very valuable addition recently came to our library. A complete set of records of the War of 1861-65⁴ has been presented with some 120 volumes.⁴

Government at the academy was firm but parental. The principals lived in the dormitories and were responsible

⁴ News item in Crescent Rays, March, 1905, p. 5.

for the general management of the pupils. Drunkenness, immorality, and insubordination among students were not allowed, and any student found guilty was dismissed from school immediately without further explanation.

The following regulations were given for the dormitories:

Students must sweep their rooms every day and keep them in proper order. They must not have great piles of wood, and oil cans in their rooms. Wood boxes must be in each, and ashes must be carried away from the buildings and not set back in closets or corners. Those students who neglect to keep their rooms tidy and decent at all times will have to pay extra rent to have their rooms cleaned. No dancing or jumping around will be allowed in the rooms at any time. No student must go into another's room when the owner is absent. Each student is responsible for his own room. Broken beds, chairs, tables, glasses, etc., must be made good by the room owner. No exchange of chairs. No going from room to room during study hours.

At 10:15 a bell will ring, and in 15 minutes all lights must be out and the room quiet. Those prowling around after the study bell will be treated as violators, and dealt with accordingly. At the same time, the sexton will call at the young occupants room to see if they are in. A failure on the part of the occupant of the room to open or report to the sexton will be reported and the occupants treated as absent. A key will be furnished to the occupants of the room, provided they deposit cost of the locks, and when the key is returned, the money will be refunded.⁵

⁵ Catalogue, op. cit., p. 17.

Less than one-half of the students enrolled boarded at the academy. The remaining members of the student body were day students. A number of them commuted from their homes which were nearby; the others found rooms in private homes near the campus. The latter paid from six to eight dollars per month for room and board.

The academy served meals in the large dining hall which had a seating capacity of 150. Each student was assigned a table where a member of the faculty was at the head. This arrangement was made possible because a large number of the faculty members ate in the dining hall.

Family style meals were served at a cost of from \$3.50 to \$4.50 per month. This low cost was made possible through the operation of a club which gave students their meals at actual cost. Each student was charged a fee of one dollar per month to pay for the preparation of the food. Frequently the menu consisted of the following:

For breakfast: Bacon and eggs, sweets, coffee,
hot biscuits

For dinner: Pork or beef roast, vegetables, rolls

For supper: Meat, vegetables

For Sunday night supper cold cuts were served. This was the only meal at which hot food was not served.

A bell which was located in the dining hall rang about thirty minutes before each meal was to be served. The students marched to the dining hall in regular order and were allowed to enter upon the ringing of a second bell. Table talks were held at least twice a week just before the meal was served. At these talks proper table manners and correct eating habits were discussed.

Social life at the academy was considered by the administrators to be an essential part of the curriculum. Careful supervision proved to be effective in assuring proper conduct between male and female students. Female boarders were under the supervision of the matron. Those girls who roomed off the campus were not under the care of the matron, but parents and guardians were given instructions to demand of the boarding house proprietors proper supervision of the conduct of their charges.

Students were given few dating privileges. Dates were allowed for parties and other special meetings. Regular dates were permitted only on Saturday afternoons

from 3 P. M. to 6 P. M. and then not without permission either on or away from the campus. Those students who owned buggies were permitted to go on Sunday afternoon rides, but girl riders had to have special permission from their parents. These rules were in keeping with the times and did not mean that frequent association with the opposite sex was frowned upon. To the contrary, proper association was considered an essential part of the training of the student.

The literary societies added much to the social life on the campus. In 1900 there were two organizations, the Olive Branch Society for young girls, and the Crescent Literary Society for young men. A division of the men's society, which was necessary because of its large size, formed the Philomathean and Demosthenean societies. This division enabled the members to retain their individuality which was believed to be a necessity for proper training of the young men.

These three societies held regular weekly meetings and all members were required to attend and to take part in the programs. The programs consisted of recitations, declamations, essays, and debates. The most outstanding work was the debating by members of the boys' societies.⁶

⁶ Crescent Rays, August, 1900, p. 12.

Examples of reports of the various society meetings are:

The societies gave a public debate the evening of the 27th of February. There was a good attendance and all seemed to enjoy it. The question was, "Should we have an educational qualification for voting?" The affirmative was represented by Messrs. J. W. Propst, L. G. Weisner, and E. C. Bradley; the negative by Messrs. G. B. Fink, H. L. V. Shinn, and A. A. Keener. All the speakers did much credit to their respective societies.

Olive Branch Society: On Thursday afternoon the society met, and had a very interesting meeting. Six new members were enrolled at this meeting. The roll is now 45.

Demosthenean Society: As time rolls by and the Friday nights come, we meet and enjoy the pleasures and benefits of a wide-awake debating society. We plan a joint meeting with the Philomathean society at their next meeting.

Philomathean Society: The number of members of the Philomathean Literary society is continually increasing. Some of our boys have been away teaching school the past winter and have returned. We are glad to note the good attendance of our members and the enthusiasm with which our boys all enter into literary work in connection with the society. We wish to make the work of this term the most successful of any in the history of the society as we have excellent officers and diligent members.⁷

The school was not a denominational institution, but it was Christian in every respect. Devotional services were held every morning in the academy building just before

⁷ News items in Crescent Rays, March, 1905, p. 7.

the beginning of classes. Once each week the student body attended a religious meeting that was sponsored by the Young Peoples' Christian Association, an organization of the student body. Several churches of various denominations were located within easy walking distance of the campus, and students were requested to attend Sunday School and preaching services at the church of their choice.⁸

Holidays were observed with gala festivity. Halloween and Christmas parties were held in either the academy building or the recreation hall, which was located on the second floor of the store building. Fish fries and oyster suppers, some of which were given at book receptions, were very popular affairs.

Dramatics were also considered to be an integrated part of campus life. As a result of popular demand, plays were given at frequent intervals. The most memorable of these plays was written from the combined scripts of "The Spinsters" and the "Old Maids." This play was given the title, "The Old Maids' Convention." It was so popular that several performances were presented.

⁸ Where not otherwise credited, information for the remainder of this chapter was obtained from statements by Mrs. J. M. L. Lyerly, Salisbury, North Carolina.

Physical training consisted mostly of athletic events. They were held in a large clearing on the campus which was used solely for such occasions. The only organized team to represent the academy was a baseball team. Volunteer games were played with schools that were located in the immediate vicinity. When such games could not be arranged, intramural games were played among the students.

An outstanding achievement of the academy was the publication of the school paper, The Crescent Rays. It was a monthly magazine published by the faculty and student body. The aim of its publication was to exercise the students in the art of composition. Subscription price was twenty-five cents a year, or for those who had no available cash, a big fat hen was satisfactory. The staff wrote and published the paper in a separate building reserved for that purpose. This building contained a writing room and a printing press. The paper not only served as a means by which patrons of the academy could learn of the activities, but it helped to develop school spirit.

Commencement exercises were held during the month of May. Large crowds made it necessary to hold the exercises under a brush arbor which was located on the campus.

Deserving students, who had been thoroughly prepared either for a position or for higher education, were given diplomas that were accepted in many instances by leading schools and colleges in all parts of eastern United States without entrance examinations.

Medals were given to outstanding students. Members of the literary societies who showed the greatest improvement were thus recognized. A gold medal was given in the Olive Branch Society to the member who was adjudged to be the most active in general society work throughout the year. A gold medal was also given to the members of the Art and the Music Departments who had made the most improvement during the year. All students who received medals were selected by a competent committee of three students who had marked improvements during the entire school year.

Many friends of the academy made the commencement occasion a day of homecoming. The larger number of these guests came one day before the exercises. Rooms for guests were provided in the dormitories and in the faculty homes. When the occasion demanded, they were given room in the Lyerly home where "there was always room for one more."

The commencement address was delivered by an out-of-town speaker who was always a man of distinction. Two of these speakers were Doctor J. L. Murphy, a Reformed Church minister, and the Honorable T. F. Klutz.

The graduates, most of whom received the equivalent of a junior college education, had no trouble in securing positions. Many of them were hired as teachers in Rowan and surrounding counties. Graduates of the Business College were in such demand that the institution could not fill all the positions offered. Other graduates became ministers, lawyers, and business men. Success of the graduates in their chosen vocations will be discussed in Chapter VI.

Campus life at Crescent Academy and Business College was organized to give the student thoroughness and competency in both instruction and social life. The low cost of attendance made it possible for many deserving students to obtain a secondary education. Students were expected to be obedient and of good morals. Those students who did not live on the campus either lived nearby or found rooms in the village of Crescent or in the adjoining village, Faith. Associations between boys and girls were encouraged through parties, society meetings,

plays and games. An outstanding contribution of the student body was the literary societies. Commencement day was not only observed by the student body and faculty members, but by the community and friends of the school as well.

CHAPTER VI

CONTRIBUTIONS OF CRESCENT ACADEMY AND BUSINESS COLLEGE

The contributions of Crescent Academy and Business College are shown by the students who attended the institution. These students came from nine states, namely, Florida, Illinois, Indiana, New York, North Carolina, Pennsylvania, South Carolina, Tennessee, and Virginia. By 1905 almost a thousand graduates had entered the business and professional world. The total number of graduates was approximately two thousand.

An outstanding contribution of the academy was the training of teachers for Rowan and surrounding counties. These teachers were taught that theory was good, but that in actual teaching practice was a better method. Professor R. G. Kiser, Superintendent of Rowan County Schools, secured many of his teachers from the academy. The following is a statement about these teachers:

We furnish most of the teachers of the Rowan County Schools and then some for the surrounding counties. Professor R. G. Kiser, the county superintendent, said that the academy furnished him with the best of

teachers. Their work was thorough and he always came to Crescent to get teachers.¹

A partial list of teachers who received their training at Crescent Academy and taught in Rowan and surrounding counties follows:

Mrs. Daisy Fisher Patterson, Crescent, North Carolina
 Mrs. Flora Bame Morgan, Salisbury, North Carolina
 Miss Carrie Bame, deceased
 Mrs. Lula Klutz Sloop, Spencer, North Carolina
 Mrs. Ethel Dunkle Hartman, Salisbury, North Carolina
 Mrs. Maye Lyerly Coble, Toledo, Ohio
 Mrs. Sudie Grey Lyerly Menius, New Bern, North Carolina
 Mrs. Addie McNairy Leonard, Lexington, North Carolina
 Miss Jennie McNairy, deceased
 Mr. Ray P. Lyerly, Salisbury, North Carolina
 Mrs. Maggie Bame Propst, Petersburg, Virginia
 Mr. Lawrence Propst, Petersburg, Virginia
 Mr. R. Lee Trexler, Rockwell, North Carolina
 Mrs. Etta Lingle Goodman, Granite Quarry, North Carolina
 Miss Mary Goodman, deceased
 Mrs. Amy Brown Fry, Columbia, South Carolina
 Mr. A. A. Blackwelder, Lenoir, North Carolina
 Mr. Max Dry, Stanly County
 Mr. Thomas Morgan, Morgan Township, Rowan County

Mrs. Daisy Fisher Patterson is an example of a typical graduate of Crescent Academy who entered the teaching profession. She was a student at the academy from 1898 until 1902, taking a course leading to the teaching profession. After teaching for two years in a one-teacher school in Rockwell community, she entered State Normal College at Greensboro, North Carolina, where she completed the prescribed two year teachers' course. In 1906 she taught

¹ News item in Crescent Rays, February, 1899, p. 5.

the primary and grammar grades in the first high school in Rowan County that was established by the state. This was the Mt. Ulla School which is located in western Rowan County. After teaching there for two years she returned to her home community and taught in a two-teacher school. Her teaching career lasted a total of thirteen years.²

Another successful teacher who received her training at the academy was Mrs. Viola Payne Odell. She has had a wide teaching experience and at one time taught freshman classes and was matron of a girls' dormitory at Appalachian State Teachers College, Boone, North Carolina. Mrs. Odell now lives in the St. Paul's community in Rowan County and is teaching at the China Grove School, China Grove, North Carolina.³

Mrs. Addie McNairy Leonard, Lexington, North Carolina, was a teacher in the Scotch Irish Township, Rowan County, in 1902. Teacher reports in the Rowan County Court House show that she taught in the above mentioned township on a first grade certificate at a salary of

² Statement by Mrs. Daisy Fisher Patterson in a letter dated April 19, 1950, Rockwell, North Carolina.

³ Ibid.

\$30 per month. She was also the teacher of the Primary Department at Crescent Academy during the school year 1904-1905.⁴

Mr. Ray Lyerly, Salisbury, North Carolina, was principal of the Faith and Biltmore schools in Rowan County. From 1928 until 1930, he was sheriff of Rowan County. In 1932 he was elected superintendent of Nazareth Orphans Home, Crescent, North Carolina, and remained its leader until 1943.

Mrs. Amy Brown Fry, who is now assistant dietitian at Bible College, Columbia, South Carolina, has had a wide experience teaching in the graded schools and in kindergarten work.

At least twenty-five ministers began their college training at Crescent Academy. Many of them are the outstanding pastors in their respective denominations. A partial list of these ministers follows:

Reformed: H. L. V. Shinn, D. D., Toledo, Ohio
H. A. Fesperman, D. D., Burlington,
North Carolina
Frank L. Fesperman, former missionary
to Japan, St. Louis, Missouri
Banks Peeler, D. D., Lexington, North
Carolina

⁴ Taken from school reports located in office of Clerk of Superior Court, Rowan County Courthouse, Salisbury, North Carolina.

John C. Peeler, Burlington, North Carolina
 J. Nevin Lyerly, Dallas, Texas
 W. C. Lyerly, Startown, North Carolina
 A. S. Peeler, deceased
 G. E. Plott, Fredrick, Maryland
 Sam Kirk, Pennsylvania
 J. A. Palmer, Thomasville, North Carolina

Lutheran: P. D. Brown, D. D., Salisbury, North
 Carolina
 Jonas Bame, Mt. Sidney, Virginia
 George Parks, Whitmore, North Carolina
 Floyd Lingle, deceased
 Quincy Lyerly, Julian, North Carolina
 G. H. C. Lingle, Salisbury, North Carolina
 Christenbury Ritchie, New York
 Luther Thomas, Miami, Florida

Baptist: J. W. Jennings, Norfolk, Virginia
 J. A. Heilig, Salisbury, North Carolina

Episcopal: Wordy Arthurs, deceased
 Walter Loflin, deceased
 Hugh Eanes
 Rev. Goforth

Presbyterian: Alex Tomshonyi, D. D. Kansas City, Missouri

Doctor P. D. Brown, who is an outstanding Lutheran minister, attended Crescent Academy and Business College. He was born on November 26, 1886, in Rowan County. His education was obtained at the following institutions: Crescent Academy and Business College, Mount Pleasant Collegiate Institute, Roanoke College where he received his A. B. and A. M. degrees, the Philadelphia Theological Seminary, and Newberry College, where he received the degree of Doctor of Divinity.

His pastorates have been at the following churches: Emmanuel Lutheran Church, High Point, North Carolina, 1913-1921; Ebenezer Lutheran Church, Columbia, South Carolina, 1921-1939; and the St. John's Lutheran Church, Salisbury, North Carolina, 1939 to the present.

In addition to his regular pastoral work, he was president of the South Carolina Lutheran Synod, 1933-1935; a commissioner from the United Lutheran Church to the National Lutheran Council, 1938-1948; a member of the Executive Board of the United Lutheran Church, 1946 to the present; and an official delegate to the Lutheran World Federation held at Lund, Sweden, 1947.⁵

Doctor Banks J. Peeler is an outstanding minister of the Evangelical and Reformed Church. He was born in Rowan County on February 11, 1897. He received his education at the following institutions: Crescent Academy and Business College, Crescent, North Carolina; Faith High School, Faith, North Carolina; Catawba College, Newton and Salisbury, North Carolina; Central Theological Seminary, Dayton Ohio; Duke University, Durham, North Carolina. In May, 1943, Catawba College conferred upon him the Doctor of Divinity Degree.

⁵ Statement of P. D. Brown in letter dated May 4, 1950, Salisbury, North Carolina.

Doctor Peeler has served as pastor of the following churches: The Emanuel Reformed Church, Lincolnton, North Carolina, 1922-1924; First Reformed Church, Salisbury, North Carolina, 1924-1932; First Evangelical and Reformed Church, Burlington, North Carolina, 1932-1939; and the First Evangelical and Reformed Church, Lexington, North Carolina, 1939 to the present. In connection with his present work, he is also pastor of a mission church which was organized in Lexington on March 2, 1947, and named Christ Evangelical and Reformed Church.

A partial list of his denominational work at large is as follows: Delegate to the General Synod, 1932; delegate to the Merger Synod of 1933, 1938, 1944, 1947, and 1950; president of the Summer Conference of the Synod 1930-1931, 1938-1939; trustee of Catawba College, 1937 to the present; president of Board of Trustees of Catawba College, 1944 to the present; elected to membership of Board of National Missions of the Evangelical and Reformed Church in 1947, and made Secretary of the Board in 1950. He has been very active in community affairs while serving as pastor in Salisbury, Burlington, and now in Lexington.⁶

⁶ Statement of Banks J. Peeler in letter dated June 29, 1950, Lexington, North Carolina.

Doctor H. L. V. Shinn, Toledo, Ohio, began his ministry in the Reformed Church which united with the Evangelical Synod of North America in 1934 to become the Evangelical and Reformed Church. He received his education at the following institutions of higher learning: Crescent Academy and Business College, Crescent, North Carolina; graduated from Heidelberg College, Tiffin, Ohio, with an A. B. degree in 1911 and an A. M. degree in 1915; graduated from Central Theological Seminary, Dayton, Ohio, in 1915; and received the honorary degree of Doctor of Divinity from Heidelberg College in 1936.

Beginning with the year 1915, his pastorates have been as follows: St. John's Church, Germantown, Ohio, five years; St. Paul's Church, Kansas City, Missouri, six years; Immanuel Church, Indianapolis, Indiana, five years; and Grace Church, Toledo, Ohio, where he is now serving, nineteen years.

The following is a partial list of his denominational work at large: President of the Northwest Ohio Synod of the Evangelical and Reformed Church for a four year term, 1945 to 1949; elected six times and served as a delegate to the General Synod of the Evangelical and Reformed Church; served as president of the Synod

of Interior of the Reformed Church in the United States; was elected as a member of the Board of Trustees of Heidelberg College in 1932, and has served to the present time.

Because of his special interest in the organic union of the several Protestant denominations, Doctor Shinn has given much service to cooperative interdenominational work. He was one of the founders of the Kansas City Council of Churches and served as its recording secretary. During his pastorate in Indianapolis, Indiana, he was a member of the executive committee of the Church Federation of that city. At Toledo, Ohio, he is a member of the Board of Directors of the Toledo Council of Churches and served as president of the Council for one term. He has also served as a representative of the Evangelical and Reformed Church to a number of national interdenominational conferences.⁷

Alex Tomshonyi, Presbyterian minister and evangelist, came to America from Hungary and began his formal education at Crescent Academy, 1903-1907. He completed his work in preparation for the ministry in the state of

⁷ Statement of H. L. V. Shinn in letter dated May 24, 1950, Toledo, Ohio.

Michigan. His first pastorate was a Presbyterian Church near Detroit. There he taught and developed one of the largest Men's Bible Classes in America with over seven hundred members. For some years he has been doing evangelistic work in Kansas City, Missouri.⁸

Reverend J. Nevin Lyerly, son of the late Doctor J. M. L. Lyerly, began his ministry in the State of Iowa. At the beginning of World War II he went to Washington and took a special course preparatory to Red Cross work. He is at present director of Red Cross at Dallas, Texas.⁹

Two graduates of Crescent Academy became lawyers. They are Louis K. Birinyi, Cleveland Ohio, and Nere Day, Jacksonville, North Carolina. The latter came to Crescent Academy at the age of fourteen from near Blowing Rock, North Carolina. He is now a successful lawyer at Jacksonville, North Carolina.

Louis K. Birinyi, Cleveland, Ohio. a Hungarian immigrant, came to Crescent Academy from Pennsylvania. After graduating, he returned to Pennsylvania and was

⁸ Statement of Mrs. J. M. L. Lyerly, Salisbury, North Carolina.

⁹ Ibid.

graduated from law school. He has written several books, two of which are:

The Tragedy of Hungary by Louis K. Birinyi, A. B., L. L. B., L. L. D., Cleveland, published in 1924. The book was dedicated thus:

To the reverend memory of the late Reverend J. M. L. Lyerly, Ph. D., and to Mrs. J. M. L. Lyerly, Crescent, North Carolina, who, when I was a stranger and an uneducated "young foreigner" in this great land of liberty, took me into their warm and unselfish care, and sharing their bread with me, gave me the first opportunity to acquire an American education, thus enabling me to prepare myself for a useful life, this book is gratefully inscribed by the author.¹⁰

Why the Treaty of Trianon is Void published by V. L. R. Simmons at Grand Rapids, Michigan in 1938, a volume of 228 pages.

Medical doctors who began their secondary education at Crescent Academy were Doctor Hill Bowers, deceased, and Doctor Carolina McNairy, Lenoir, North Carolina.

Doctor George K. Moose, Boone, North Carolina, was a student at Crescent Academy from 1907 to 1908. He attended Catawba College, Newton, North Carolina, 1909-1910, and graduated from George Washington University, Washington,

¹⁰ Louis K. Birinyi, The Tragedy of Hungary (Cleveland: Louis K. Birinyi, 1924), Dedication.

District of Columbia, in 1913. He remained in Washington as a druggist until 1920. During that year he came to Boone, North Carolina, and established the Boone Drug Store which he still operates.¹¹

Mrs. J. M. L. Lyerly, Salisbury, North Carolina, wife of the late Doctor Lyerly, was born at Rockwell, North Carolina, on August 22, 1866. At the age of fourteen she was catechized and confirmed a member of Grace (Lower Stone) Reformed Church, Rowan County. In addition to being an active member, she sang in the choir and taught a Sunday School class.

She was married to Doctor Lyerly on June 3, 1889. They had eleven children, all of whom are still living. From the opening of Crescent Academy until its closing, Mrs. Lyerly was a moving spirit behind its activities. She gave much time and energy to make the school a success.

The death of Doctor Lyerly in 1923 did not cause Mrs. Lyerly to discontinue the Christian work in which she and her husband had been so faithfully engaged. She was instrumental in reorganizing a mountain church at

¹¹ Statement of George K. Moose, July 4, 1950, Boone, North Carolina.

Edgemont, North Carolina, while spending the winter there for her health. She taught Sunday School until she was sixty-two years of age, and is still active in church work.¹²

The following are some of the activities in which Mrs. Lyerly is engaged: A life member of the Regional Women's Guild, a member of the Order of the Eastern Star for twenty-six years, a member of the Executive Board of Travelers' Aid for 21 years and helped to write its constitution, a member of the Daughters of the American Revolution for the past two years and one of a committee of three to revise its constitution during the summer of 1950, a member of the Woman's Temperance Union for twelve years, and was state secretary and treasurer of the Farmer's Union for five years. Mrs. Lyerly is still active in regular church work. Her life has been a life of doing for others and not for herself.

The contributions of Crescent Academy and Business College as listed in this chapter are only a part of the many contributions that were made to the community and to the State. Failure on the part of the author to list all

¹² Statement of Mrs. J. M. L. Lyerly in letter dated June 30, 1950, Salisbury, North Carolina.

persons who were connected in any way with the academy was due to the impracticability of so huge a task. The partial list illustrates, however, the wide influence of the school.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Education in Rowan County has made much progress since its beginning during the last half of the eighteenth century. It began with the establishment of "Old Field" and classical schools. The public schools were opened in 1840, prior to the Civil War. After the War free schools were re-opened and graded schools were established before 1900. The public rural high school did not exist before the first decade of the twentieth century.

Crescent Academy and Business College provided secondary education for Rowan County from 1896 to 1913. Doctor Lyerly operated a first-class school that offered courses from primary through junior college work. The total number of students who attended the academy was approximately two thousand.

The curriculum was organized so that it would meet the needs of the individual pupil. College preparatory work was given to those who planned to continue their education. The normal and business education departments were especially strong and offered thorough training.

Doctor Lyerly believed in thoroughness and competency in both instruction and social life. Students who were not obedient and of good morals were asked to leave the school. Proper associations between boys and girls were encouraged. They were permitted to attend all the social gatherings and "to date" at specified times. About half of the students lived on the campus; the remaining members lived at home or boarded nearby. The academy was religious, but non-denominational. Students were requested to attend church services at the church of their choice.

The contributions of Crescent Academy and Business College are shown through the contributions of its students. Credit has not been given to all the contributors, but those mentioned show the wide influence of the school.

This study was presented to show the development of education in Rowan County up to 1900, and to show particularly the condition of secondary education that was being provided by private schools and academies. These academies and schools existed, primarily, for the purpose of supplying educational needs to the rural community. The state laws regarding education placed

the initiative upon the discretion of the citizens of the community.

The history of the growth and work of Crescent Academy and Business College shows the spirit and service of a provisional secondary school that was established by a citizen who devoted his services to the education of rural people. The founding of the academy developed a friendly spirit that prevailed in the community. It performed a splendid service in educating the youth in the surrounding area. As one looks back over its history, short as it was, and witnesses the work it accomplished, one readily sees that it fulfilled all expectations as an educational institution, in a highly and efficient manner, and deserves to be regarded as a monument to education in Rowan County.

This study further shows that the foundation for our present educational system was laid by the efforts of pioneers who had a firm belief in the necessity of educational provisions. They spent much of their time and effort in matters of education. Through their efforts, private schools were erected and supported through tuition and popular subscriptions. These

educational offerings were insufficient to accommodate the entire populace, and as a result much illiteracy prevailed in many parts of the State. It was not until secondary schools were established by the State that adequate educational provisions were made.

The establishment of rural high schools in North Carolina began in 1907. Academies, which were at that time the only means of rural secondary education, gave way to these state schools which were supported by taxation. Although they are almost non-existent at the present time, the academies deserve great credit for their past services and achievements.

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BIBLIOGRAPHY

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B. Personal interviews with citizens who were in some way connected with Crescent Academy and Business College and late nineteenth century education in Rowan County.

The following citizens, among others, were interviewed:

Mrs. J. M. L. Lyerly, Salisbury, North Carolina
Mrs. Daisy Fisher Patterson, Crescent, North Carolina

Mr. A. W. George, Salisbury, North Carolina
Mr. J. M. McCorkle, Salisbury, North Carolina
Mr. Paul T. Goodman, Gold Hill, North Carolina

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1949.

APPENDIX

REGISTER OF STUDENTS
CRESCENT ACADEMY AND BUSINESS COLLEGE
1904-1905

Academic Department

Agner, M. A.	Rowan County
Allen, R. A.	Davie
Allen, J. H.	Catawba
Almond, Jerome	Stanly
Arthurs, W. R.	Iredell
Austin, J. A.	Stanly
Bangle, P. T.	Cabarrus
Barringer, Lottie	Rowan
Barringer, David	Rowan
Barber, J. E.	Rowan
Barber, W. P.	Rowan
Barnhardt, M. C.	Cabarrus
Bradley, E. S.	Gaston
Brown, P. D.	Rowan
Brown, Amy L.	Rowan
Broth, Beulah	Rowan
Bost, John R.	Rowan
Brooks, Lessie	Stanly
Brooks, Carrie	Stanly
Brooks, Charlie	Stanly
Blackwelder, Cordie	Rowan
Casper, John M.	Rowan
Cauble, Eva	Rowan
Cauble, Willie	Rowan
Conger, Edith	Iredell
Corzine, C. H.	Cabarrus
Cox, W. W.	Rowan
Culp, B. E.	Mecklenburg
Cress, M. A.	Rowan
Davis, Carrie Bell	Iredell
Davis, Jettie Maie	Iredell
Dry, Charlie	Stanly
Earnhardt, W. A.	Cabarrus
Eanes, Annie	Rowan
Eckard, F. A.	Catawba
Eller, A. M.	Rowan
Eudy, Dallas	Rowan

Fesperman, Lucy	Rowan County
Fesperman, Harvey	Rowan
Fesperman, L. A.	Rowan
Fisher, Estie	Rowan
Floyd, Jesse	Stanly
Foil, H. G.	Rowan
Frick, Minnie	Rowan
Gardner, Austin	Rowan
Gardner, Beulah	Rowan
Goodman, George	Rowan
Goodman, Mason	Cabarrus
Goodman, H. A.	Stanly
Goodale, Arthur	Stanly
Goodale, Banks	Stanly
Hendren, Lillie	Iredell
Hall, Etta	Iredell
Hendrix, Gillie L.	Iredell
Hileman, B. A.	Cabarrus
Howell, Lee	Cabarrus
Holler, Zelda	Rowan
Holler, Dales	Rowan
Holler, Ethel	Rowan
Holler, Pearl	Rowan
Houck, Macon	Catawba
Hudson, Joe	Rowan
Houlshouser, Mary L.	Rowan
Kennerly, E. R.	Iredell
Ketner, Ellen	Rowan
Ketner, A. C.	Rowan
Kisler, G. W.	Mecklenburg
Koontz, A. C.	Davie
Lentz, A. N.	Stanly
Lentz, Lonoe	Stanly
Lingle, Charlie	Rowan
Lingle, H. A.	Rowan
Lingle, Ethel	Rowan
Long, Mittie	Davidson
Loflin, W. L.	Rowan
Lyerly, May	Rowan
Lyerly, Sudie	Rowan
Lyerly, W. C.	Rowan
Lyerly, George M.	Rowan
Lyerly, Maggie	Rowan
Lyerly, James	Rowan
Lyerly, Carrie	Rowan

Lyerly, Hilbert	Rowan
Ludwig, George	Rowan
Miller, Cora	Rowan
Miller, Thomas	Cabarrus
Miller, Burton	Cabarrus
Misenheimer, Nora	Stanly
Misenheimer, Clarence	Stanly
Misenheimer, M. S.	Cabarrus
Misenheimer, Cappie	Rowan
Misenheimer, R. D.	Rowan
Morgan, Thomas	Rowan
Moore, L. V.	Davie
Moore, W. C.	Montgomery
Morrow, G. A.	Rowan
Nash, Clyde	Stanly
Newsom, Hattie	Rowan
Owen, Willie	Rowan
Page, Viola May	Rowan
Palmer, Martha	Stanly
Palmer, Eunice	Stanly
Patterson, G. S.	Cabarrus
Patterson, David	Cabarrus
Peeler, John C.	Rowan
Peeler, Jennie	Rowan
Peeler, D. C.	Rowan
Peeler, R. E.	Rowan
Peeler, Clarence	Rowan
Peeler, Ada	Rowan
Peeler, Sallie	Rowan
Phillips, B. L.	Rowan
Pless, Zelia	Rowan
Pless, Cora	Rowan
Pool, Robert	Rowan
Powles, L. E.	Rowan
Poteet, J. C.	Rowan
Pritchett, James	Rowan
Privette, S. S.	Wilkes
Propst, J. Will	Lincoln
Rary, Charlie	Rowan
Ratledge, G. W.	Davie
Reid, Flake	Iredell
Ritchie, Annis	Stanly
Ritchie, H. L.	Stanly
Ritchie, Charlie	Stanly
Richardson, Edwin	Craven

Rogers, J. D.	Stanly
Roseman, H. C.	Rowan
Roseman, Genola	Rowan
Safrit, L. M.	Rowan
Shaver, A. J.	Yadkin
Shinn, H. L. V.	Rowan
Shoaf, J. T.	Rowan
Sloop, Lula	Rowan
Sloop, Mary B.	Rowan
Smoot, Aubrey	Davie
Smith, Sandy	Stanly
Staton, Vern	Stanly
Suther, Sherly M.	Cabarrus
Somers, Charlie	Iredell
Somers, Noah	Iredell
Trexler, Effie	Rowan
Trexler, H. P. A.	Rowan
Trexler, L. R.	Rowan
Trexler, R. M.	Rowan
Trexler, Lee	Rowan
Wiley, Ella	Rowan
Wilson, J. R.	South Carolina

Total 150

Primary Department

Behre, Ludwig	Rowan County
Bost, Clarence	Rowan
Brown, Clarence	Rowan
Frick, Joe	Rowan
Frick, John	Rowan
Frick, Gladys	Rowan
Gardner, Freda	Rowan
Gardner, Clifton	Rowan
Goodman, Annie	Rowan
Houlshouser, Katie	Rowan
Holshouser, Anna	Rowan
Kluttz, John	Rowan
Lefler, Hester	Rowan
Lyerly, Jacob	Rowan
Lyerly, Carl	Rowan
Lyerly, Ray	Rowan

Lyerly, Zula	Rowan County
McCombs, Leona	Rowan
McCombs, Ila Mae	Rowan
Peeler, Tom	Rowan
Pless, Annie Lee	Rowan
Shuman, Pauline	Rowan
Shuman, Ronda	Rowan
Underwood, Henry	Rowan
Trexler, Elsie	Rowan
Total 26	

Music Department

Barringer, Lottie	Rowan County
Barringer, David	Rowan
Brooks, Lessie	Stanly
Cauble, Eva	Rowan
Brooks, Carrie	Stanly
Davis, Carrie Bell	Iredell
Davis, Jettie Maie	Iredell
Fesperman, Lucy	Rowan
Fisher, Daisy E.	Rowan
Floyd, Hattie E.	Stanly
Frick, Minnie	Rowan
Gardner, Beulah	Rowan
Hendren, Lilly	Iredell
Hendrix, Gillie	Iredell
Holler, Ethel	Rowan
Lyerly, May	Rowan
Lyerly, George M.	Rowan
Lingle, H. A.	Rowan
Mc Nairy, Addie	Rowan
Newsom, Hattie	Rowan
Misenheimer, Nora	Stanly
Pless, Zelia	Rowan
Palmer, Martha	Stanly
Page, Viola Maye	Rowan
Peeler, John C.	Rowan
Peeler, Jennie	Rowan
Peeler, Ada	Rowan
Privette, S. S.	Wilkes
Rodgers, J. D.	Stanly

Sloop, Mary Belle
 Wiley, Ella

Rowan County
 Rowan

Total 32

Art Department

Barringer, Lottie
 Davis, Jettie Maie
 Duke, Zola
 Floyd, Hattie
 Lyerly, May
 Lyerly, Sudie
 Newsome, Hattie
 Trexler, Effie

Rowan County
 Iredell
 Vance
 Stanly
 Rowan
 Rowan
 Rowan
 Rowan

Total 8

Bookkeeping Department

Earnhardt, W. A.
 Hileman, B. A.
 Patterson, G. S.
 Powlas, L. E.
 Shoaf, J. T.
 Seaford, Mary

Rowan County
 Cabarrus
 Cabarrus
 Rowan
 Rowan
 Davie

Total 6

Shorthand Department

Cox, W. W.
 Long, Mittie
 Phillips, B. L.
 Paelas, L. E.

Rowan County
 Davidson
 Rowan
 Rowan

Total 4

Graduate Students (Jr. College)

Brown, Amy L.	Long, Mittie
Hendrix, Gillie	Patterson, G. S.
Shaver, A. J.	Powlas, L. E.
Shinn, H. L. V.	Seaford, Mary
Earnhardt, W. A.	Shoaf, J. T.
Hileman, B. A.	

Total 11